



Eagle County Schools

Title II, Part D Grant Mid-Year Report

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The Title II, Part D competitive grant has provided Eagle County Schools (ECS) with the resources to implement a unique teacher-training model for the development of technological skills and the infusion of 21st Century skills in the classroom. Under the name Eagle Classrooms of Tomorrow Today (ECOT2) this program provided professional development for 19 teachers from the district's four high schools. The program was met with great anticipation and enthusiasm on the part of teachers who were able to learn about, develop and implement new technology into their classrooms in support of student learning. It has also provided students with relevant and meaningful learning experiences that teach them the 21st century skills necessary to thrive in college or the workplace.

It should be noted at the outset of this report that the project has encountered the significant setback of the unanticipated departure of the original grant administrator, and that an interim facilitator prepared this report. We anticipate the position to be filled by the end of June in time for the second round of professional development with the Year Two Cohort. Every effort has been made to maintain all records of proceedings resulting from this grant and to ensure the successful completion of program participants.

The following is an account for the activities, evidence and effects associated with the E2T2 grant.

How did the grant recipient consult with private schools within their attendance area regarding equitable participation in this program?

All private schools in the area were contacted by phone, email, and/or fax.

- Vail Christian High School - called 926-3015 & then emailed Clairene - clinder@vchs.org
- Vail Mountain School - called 476-3850 & then emailed Janet - jrefior@vms.edu
- Vail Academy - called 845-0783 and then emailed Becki - becki@thevailacademy.org
- St. Clare - Called 926-8980 & then faxed 926-8973

What grant activities have been completed up to this point?

Many grant activities have been completed in this first cycle. Including the following:

- All professional development for the Year One Cohort of high school teachers
- Teachers have developed and implemented lesson plans in trimester two and unit plans in trimester three
- Teachers have documented their experience through blogging and narratives
- Teachers and students have completed pre- and post-assessments.



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- Students have engaged in relevant multi-media tasks
- Website has been developed and is actively used by cohort one teachers

Activities commenced in earnest in January, 2010 with the first orientation meetings. Two meetings were held in order to accommodate all participants and included a complete forecast of future responsibilities and grant requirements. Web-based resources were established to facilitate communication among participants. A NING site <http://classroomsoftomorrow.ning.com> became the principal communication platform for the project and was supported by additional virtual networks formed on discoveryeducation.com and diigo.com. The NING site contains a wealth of information about the project, links to teacher resources, a forum for teachers to exchange information, and a calendar of all project meetings and deadlines. Participation on the site was a mandatory component of the grant in order to help broaden participants' knowledge of the advantages of digital social networking.

Teachers completed the LoTi Digital Age Survey pretest to help identify critical variables associated with 21st Century teaching, learning, and leadership. The results of this survey will be compared with the results of the posttest that teachers are currently completing to measure growth in knowledge and skills connected to 21st century learning. This is consistent with our first SMART Goal as listed in the *Assessment Plan* portion of the grant.

Teachers met as a group three times over the course of Spring 2010 to learn about new technology tools, develop lesson plans, and examine student work. Tools that teachers explored included but were not limited to Animoto.com, Prezi.com, Glogster.com, document cameras, Promethean (Smart) Boards, video production, and podcasting. Teachers learned how to use these various tools and engaged in dialog on how to use them in support of 21st Century learning. Teachers also implemented the lesson plans with students.

Students completed the learning.com pre- and post-surveys to measure growth in areas associated with technological fluency. Students participated in a wide range of activities designed as a result of this grant. Student products will also be displayed and evaluated at a final meeting next week.

Teachers are in the process of completing all of the listed requirements for participation in this program. All of this is explained below in greater detail. Furthermore, middle school principals have been contacted regarding potential recruits for next year's cohort. Plans that build off the successes of this year are currently being designed for the next cohort.

How has this grant aligned with other school or district initiatives and goals?

This grant is consistent with the district's long-standing vision of the purposeful incorporation of technology to support student learning. Four years ago, voter approved a multi-million dollar bond, much of which was earmarked for technology. This grant enables teachers to take advantage of the technology already in place.

The district had been pursuing many avenues for increasing teachers' technological proficiency and incorporation of 21st Century learning themes. In the Spring of 2009 the superintendent had created the 2020 High School Task Force to engage secondary educators to explore the emerging 21st Century learning framework. Participants collaborated to design



projects using a challenge-based learning framework that encouraged 21st Century skill development. The work of this group helped form the foundation for the work of participants in this grant.

There was a district wide 21st Century Learning Exposition during the 2nd Annual “ECS Motivation and Engagement Seminar” last summer. Teachers were introduced to a variety of technological tools to help build 21st century skills. The dialog around 21st century skills has continued in curriculum committees that are convening to address the new standards laid out by CDE.

Both of the large high schools have been under increased pressure due to an external audit. The increased purposeful use of technology was one item identified as having the potential to increase student engagement and academic rigor. The participating teachers were charged with the tasks of not only designing technology rich lessons, but also for helping to build the technological literacy among their respective staffs.

There has also been a district-wide focus on closing the achievement gap. Toward this goal we have partnered with Edison Learning to provide monthly benchmark assessments. Through the targeted use of this formative assessment data, teachers are able to assist students in reaching proficiency on state standards. We believe that the purposeful and effective use of technology in the classroom is one strategy for addressing the achievement gap.

What impact has your Power Results grant had on learning and teaching culture? Identify at least one example of teacher collaboration/professional development that was successful and address how it could be replicated.

Teacher narratives are currently being collected and reviewed as further evidence of participants’ growth and learning. The following quote is from one of the participants and demonstrates nicely the impact this grant has had on the learning and teaching culture in ECS.

The E2T2 training has by far has been the most useful training and professional development program I have been a part of at ECS. I was so excited after the first training day that I couldn't stop talking to colleagues about all of the cool technology we learned about. In fact, many colleagues now want to participate if it is offered again. The best part of this training was not just learning about the technology, but actually being given time and support to implement it into our classrooms. My only suggestion would be that more of these classes are offered.

We were given so many new tools to use, and time to experiment with them that it was very natural and easy to create a lesson plan using this technology during second trimester. I didn't have to change my curriculum in any way; it just gave more differentiated opportunities for students so show what they learned. I did this by assigning the same cell project rubric I usually do, but instead of only paper projects, students were able to create posters on Glogster make a Prezi or create an animation. It was great for increasing student interest.

For the third trimester unit using technology again just made my regular genetics project assignment easier, more interesting to students, and more professional. Students picked a genetic disorder by signing up on “googledocs” and then researched using district supported websites so



that the sources of information were more reliable. Once research was finished, students then created a Prezji, to present their information to the class. Again, I found that students were more motivated to create the Prezji, than if they were just asked to make a poster, and their results were much more impressive.

Another teacher's narratives also included reflections on student learning as a result of the new technologically enhanced lessons.

In my trimester 3 unit plan, students explored congruent triangles using Geometer's Sketchpad, explored quadrilateral properties using Gizmos, and posted their analysis/comparison of the two tools on the Blog I created for the class. Out of close to 60 students Gizmos was almost a unanimous preference. I was definitely more impressed with the results of their Quadrilateral test than I was with the results of their Triangles test. In addition to using these interactive tools, students explored a variety of Web 2.0 tools in my class. They will select one of the Web 2.0 tools to demonstrate mastery of Geometry concepts at the conclusion of this trimester, in addition to taking a traditional final.

Both of these reflections help to illustrate the impact that the Power Results grant has had on the culture of learning and teaching at ECS. Teachers have reported back overwhelmingly that they appreciate the time and the support in pursuing new innovative instructional techniques. Teachers reported positively on having had the opportunity to collaborate with each other in pursuit of common instructional goals, and being financially rewarded for taking risks with technology in the classroom.

Examples like these will be re-examined in order to identify characteristics of effective implementation and to guide us in replicating their successes. Teacher blog posts and lesson plans will be compared to student work to note consistency of implementation and examples of success. The program coordinator will use these examples to help guide the work with the second year cohort. This cohort of middle school teacher will benefit from the examples provided by the teachers in the first cohort as they seek to prepare their students for rigorous 21st Century learning. Certain activities have been identified that could further the success of the program such as, increased teacher observation and feedback, greater co-planning of instruction by participants, and increased teacher and student collaboration.

What evidence have you collected to date that show successful implementation of effective instructional strategies?

Teachers were asked to provide qualitative evidence of their growth as a result of participating in the activities funded by the grant. Teacher blog entries, documentation of lesson plans from both 2nd and 3rd trimester, and teacher narratives all serve as artifacts demonstration teacher learning. Blogging provided participants the opportunity to document their progress along grant objectives, and created a lively discourse among group participants and others who happened to find their blogs on the Internet. Lesson plans were provided as evidence of incorporating skills learned during the course of trainings in classroom instruction.



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These plans were devised with consultation from the grant administrator who was also able to observe many of the lessons and provide feedback to teachers.

Quantitative evidence is also being collected from the comparison of pre- and post-surveys taken by both teachers and students. Growth in these areas will represent successful implementation of the instructional strategies gained as a result of this program. The use of these assessments is consistent with the *Assessment Plans* as described in the grant proposal. Finally, teachers have completed demographic surveys and will complete a program evaluation survey within the next month.

How will your work to-date allow you to acquire the required artifacts and successfully carry out your dissemination and evaluation plans?

The required artifacts currently being collected for the first year cohort will allow us to track both teacher and student growth, technology integration, and changes in teaching and learning. The results of the Learning.com student survey will be analyzed to determine growth in technological proficiency over the course of the project. It will also be examined to determine if the skills tested match with the skills being taught as a result of this program.

The Loti survey taken by teachers provides information on priority areas for professional development. For each teach topics such as, *Digital Age Work and Learning*, *Student Learning and Creativity*, and *Digital Citizenship and Responsibility*, are identified as potential areas of professional development. These results will help us determine the areas of need for next year's cohort and other teachers district-wide. We will also review teacher narratives as sources of information regarding strengths and weaknesses of the program to help guide the design of next year's professional development.

In summary, the Title II Part D Grant has enabled ECS to develop and implement a highly successful program of professional development for teachers around the purposeful incorporation of technology in instruction. There has been a significant positive impact on the culture of teaching and learning in ECS as a result of this grant. Teachers have learned about state-of-the-art technology tools and how to employ them in the interest of student learning. Substantial amounts of evidence in the forms of blog posts, teacher narratives, lesson plans, student and teacher pre- and post-survey results, and observational data has been collected and is currently be analyzed to help guide the implementation of the program next year. We feel confident in our ability to build off the successes experienced by this year's cohort and extend the culture of technology rich instruction throughout the district.

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